1. Program’s educational goals. The intent of the ECE/ECSE program at UCD is to provide substantive support to persons who are preparing to become leaders in professional practice in one of two alternative career patterns: (1) accomplished teacher—the Master’s degree in ECE and (2) working with the child with disabilities and his/her family—the license in ECSE.

2. Student Learning Outcomes.

I) Student Learning Outcome #1: Ability to design, implement, and evaluate developmentally appropriate curriculum for young children

A) Assessment Method #1: Curriculum PBA

1) Sampling: Five students completing ECSE preschool practicum Fall 2002-Fall 2003.

2) Data Collection Method: Observation of teacher candidate by Site Supervisors and University Practicum Faculty during practica; portfolio products review by Site Supervisors and University Practicum Faculty and University Practicum Coordinator.

3) Scoring Method: Performance-Based Assessments are rated on a 4-point scale: 1 = Basic; 2 = Developing; 3 = Proficient; 4 = Advanced. Scoring rubrics are included at the beginning of each PBA. Students must receive a rating of Proficient or Advanced on each of four sections to pass the Curriculum PBA. Scores on the four sections are then averaged for reporting purposes.

4) Results: All five students had an average score of 3.0 or higher.

5) Interpretation of Results: Overall, performance on the Curriculum PBA by the five students completing it so far indicates proficiency related to a) curriculum unit planning, preparing and implementing lesson plans, b) use of assessment for planning and making adjustments to instruction, c) individualizing instruction to meet the varied needs of children, and d) documenting child progress. An average performance of 3.0 or higher is satisfactory, as the Advanced rating of 4 is rarely given, reserved for truly outstanding work (not typically expected in an initial licensure program).

6) Feedback: Students meet with University Practicum Faculty to receive feedback on their performance. Aggregated data on PBAs are included in annual Program Review report distributed to Dean, Coordinators, and ECE faculty.
7) **Use of Information**: The major programmatic response to improve candidate performance on this PBA has been to include more course assignments and fieldwork that mirror the Curriculum PBA experience and the competencies associated with it.

B) **Assessment Method #2**: Comprehensive exam question.

1) **Sampling**: All candidates for ECE Master’s degree.

2) **Data Collection Method**: Take-home essay exam.

3) **Scoring Method**: Comprehensive exam answers are scored by two ECE faculty members using an overall scoring guide and comparison to an exemplary answer for each question. If there is disagreement as to scoring (satisfactory or unsatisfactory) on any question, it is then scored by a third faculty member. The majority rating is final.

4) **Results**: Over the last three years, 100% of our students have passed comprehensive exam questions related to developmentally appropriate curriculum.

5) **Interpretation of Results**: Performance on comprehensive exam questions related to developmentally appropriate curriculum indicates proficiency of candidates to design and evaluate developmentally appropriate curriculum.

6) **Feedback**: Students receive a letter from the University informing them of their performance on comprehensive exams. Results of comprehensive exams (satisfactory or unsatisfactory) are entered into School of Education database and reported to ECE faculty each semester and shared with ECE Advisory Board.

7) **Use of Information**: Student success on comprehensive exam questions related to this learning objective indicates a high level of competence on the standards associated with this question. However, if in the future students exhibit lesser competency in this objective, decisions will be made by the faculty as to potential changes in content or emphasis for the courses most relevant to the content of that specific exam question.

II) **Student Learning Outcome #2**: Skills in planning and implementing instructional strategies based on needs of group and individual children, including those with exceptional learning needs

A) **Assessment Method #1**: Intervention PBA

1) **Sampling**: Five students completing ECSE preschool practicum Fall 2002-Fall 2003.
2) **Data Collection Method:** Observation of teacher candidate by Site Supervisors and University Practicum Faculty during practica; portfolio products review by Site Supervisors and University Practicum Faculty and University Practicum Coordinator.

3) **Scoring Method:** Performance-Based Assessments are rated on a 4-point scale: 1 = Basic; 2 = Developing; 3 = Proficient; 4 = Advanced. Scoring rubrics are included at the beginning of each PBA. Students must receive a rating of Proficient or Advanced to pass the PBA.

4) **Results:** All five students had an average score of 3.0 or higher.

5) **Interpretation of Results:** Overall, performance on the Intervention PBA by the five students completing it so far indicates proficiency related to skills in planning and implementing instructional strategies to meet the needs of children, including those with IEPs.

6) **Feedback:** Students meet with University Practicum Faculty to receive feedback on their performance. Aggregated data on PBAs are included in annual Program Review report distributed to Dean, Coordinators, and ECE faculty.

7) **Use of Information:** A recent revision of the Intervention PBA was designed to present “essential experiences,” the performance of which would include the necessary activities and actions to demonstrate the associated competencies. This revision also included specific directions for portfolio documentation, with boxes for students to check off upon completion. As a result of these changes, subsequent students were more efficient at structuring their practica to provide the necessary experiences for practicing and demonstrating specific competencies as indicated by their self-reports and the observation of their site supervisors.

III) **Student Learning Outcome #3:** Ability to use formal, informal, and individualized assessment strategies to evaluate instruction and monitor progress

A) **Assessment Method #1:** Assessment PBA

1) **Sampling:** Five students completing ECSE infant toddler and preschool practicum Fall 2002- Fall 2003.

2) **Data Collection Method:** Observation of teacher candidate by Site Supervisors and University Practicum Faculty during practica; portfolio products review by Site Supervisors and University Practicum Faculty and University Practicum Coordinator.
3) **Scoring Method:** Performance-Based Assessments are rated on a 4-point scale: 1 = Basic; 2 = Developing; 3 = Proficient; 4 = Advanced. Scoring rubrics are included at the beginning of each PBA. Students must receive a rating of Proficient or Advanced to pass the PBA.

4) **Results:** All five students had an average score of 3.0 or higher in both practica.

5) **Interpretation of Results:** Overall, performance on the Assessment PBA by the five students completing it so far indicates proficiency related to skills in using assessment strategies to evaluate instruction and monitor progress.

6) **Feedback:** Students meet with University Practicum Faculty to receive feedback on their performance. Aggregated data on PBAs are included in annual Program Review report distributed to Dean, Coordinators, and ECE faculty.

7) **Use of Information:** The major programmatic response to support candidate performance on this PBA has been to include more course assignments and fieldwork that mirror the “essential” experiences associated with ECE assessment.

**IV) Student Learning Outcome #4:** Knowledge and use of professional ethical guidelines and professional practice standards

A) **Assessment Method #1: Professional Practice PBA**

1) **Sampling:** Five students completing ECSE preschool practicum Fall 2002-Fall 2003.

2) **Data Collection Method:** Observation of teacher candidate by Site Supervisors and University Practicum Faculty during practica; portfolio products review by Site Supervisors and University Practicum Faculty and University Practicum Coordinator; creation of professional development plan.

3) **Scoring Method:** Performance-Based Assessments are rated on a 4-point scale: 1 = Basic; 2 = Developing; 3 = Proficient; 4 = Advanced. Scoring rubrics are included at the beginning of each PBA. Students must receive a rating of Proficient or Advanced to pass the PBA. Professional development plan section of this PBA is rated by course instructor for ECE 5040 Administrative Seminar; observed practice is rated by Site Supervisors and University Practicum Faculty.
4) **Results:** Three of the five students rated a 3 on this PBA; two students rated a 4. Advanced rating of 4 is rarely given, reserved for truly outstanding work.

5) **Interpretation of Results:** Overall, performance on the Professional Practice PBA by the five students completing it so far indicates practice in compliance with the CEC and NAEYC Code of Ethics.

6) **Feedback:** Students meet with University Practicum Faculty to receive feedback on their performance. Aggregated data on PBAs are included in annual Program Review report distributed to Dean, Coordinators, and ECE faculty.

7) **Use of Information:** Based on the outstanding performance of this limited sample of students so far, no changes have been made in the ECE/ECSE program.